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ABSTRACT

In 1974, the Ethnic Heritage Studies Branch of the Office of Education granted awards to 42 institutions throughout the United States. A questionnaire was developed and completed by all projects to detail the component activity and goals of each individual project. This report summarizes those questionnaires, providing ready reference to the projects and their activities. Part 1 contains project descriptions which include awards, title, director, staff, bibliographies, field tests, deadlines, other related projects, and unique aspects about the project. Part 2 categorizes each project by whether it focuses on secondary resources, bibliographies, units, and establishing resource centers or focuses on in-depth ethnographic studies of a particular neighborhood using mainly primary sources. The third part categorizes the projects according to evaluation form, curriculum materials development, curriculum models used, media material development, academic discipline, personnel materials development, ethnic groups to be studied, and ethnic and community group participation. (DE)

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TITLE IX ETHNIC HERITAGE PROJECT ANALYSIS

A Study of Title IX, ESEA, Ethnic Heritage Projects
funded by the U.S. Office of Education,
Health, Education and Welfare

July 1, 1974, through June 30, 1975

Prepared by

The Urban and Ethnic Education Section
Illinois Office of Education
188 West Randolph Street
Chicago, Illinois 60601

In Conjunction With

THE ILLINOIS/CHICAGO PROJECT FOR INTER-ETHNIC DIMENSIONS IN EDUCATION
A Joint Project Between The Illinois Office of Education and
The University of Illinois at Chicago Circle

JUN 2 1975

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00003

TITLE IX ETHNIC HERITAGE PROJECTS

TITLE IX ETHNIC HERITAGE PROJECT ANALYSIS

Introduction

In June of 1974 the Ethnic Heritage Studies Branch of the Office of Education, H.E.W., granted awards to 42 institutions throughout the United States. This followed an intense period of activity from the point of signing of the $2.375 million appropriations (Dec. 1973), through publication of the guidelines, to the awarding of grants. Over 1500 proposals were submitted and evaluated by a team of experts who utilized criteria established by the Ethnic Heritage Studies Branch.

There are 38 actual projects with four having joint relationships because of commonalities and agreements. The foci of the individual projects are varied but all fall within the guideline parameters as established by H.E.W.

The project directors of the Title IX programs met in Washington, D. C., on October 20, 21, 22, 1974, at the request of H.E.W. This was an opportunity for sharing, learning, and furthering preparation for various aspects of the individual projects. Growing out of the expressed needs of the participants was the desire to have an overall analysis of the 38 projects. This would allow for greater understanding of each project's activities and encourage the sharing of information and resources, as well as reduce possible duplication of efforts. Communication of this information would then be more complete than the amassing of 38 separate abstracts, listing of projects, or circulation of a newsletter. A questionnaire was developed and completed by all projects to detail the component activity and goals of each individual project.

This report summarizes those questionnaires, providing ready reference to the projects and their activities. It is exciting to note the scope of activities and innovative approaches planned and being utilized in a developing field which is in desperate need of better materials for the classroom and intergroup understanding.

To facilitate the use of this report information the following points serve as a guide and explanation.*

1. Many questionnaire items were left blank (no response). This may indicate information unknown or not available to the respondent or that the question was not understood. Usually non-response was indicative of lack of actual or planned activity in that area.

2. In several of the categories, the questionnaire provided a "possible" response; these responses were disregarded in the final analysis in lieu of the more positive responses.

*Note: For further information on a particular component regarding that project we suggest you contact the project director.

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3. Information presented from the questionnaire in this report is not intended to represent the official activities of individual projects. Changes in aspects of the projects may occur as well as leadership. Trends and directions indicated should aid implementation, growth, and achievement of goals between programs.

4. The questionnaire analysis was divided into three parts: (1) project description, (2) goals and objectives, and (3) scope of activities. It was possible to analyze goals and objectives utilizing a computer. The scope of activities lent itself to a charting presentation, and the project description covered all other information contained in the questionnaire.

5. The dual projects of BUFNYS and KNGSCR completed a questionnaire for each segment of their projects. In the analysis, however, the responses were combined and treated as one project.

00006

PROJECT AWARD:	Frederick Douglass Museum of African Art
CODE:	AFRIMU
TITLE:	Development of Curriculum Materials Emphasizing Afro-American Heritage
DIRECTOR:	Warren Robbins 318 A Street, N.E. Washington, D. C. 20002 202-547-7424
CO-DIRECTOR:	George Spicely
STAFF:	Ms. Heidi Hemmen Anita Jones - Researcher
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	To be developed utilizing own library resources on African Art.
FIELD TEST:	Sample field testing with teachers in district. Pre-servicing of teachers at museum.
DEADLINES:	Curriculum materials finalized end of March or early April. Workshops completed end of May.
OTHER PROJECTS:	Museum perpetually involved in African Studies K-12, school visitations, workshops, etc.
UNIQUE ASPECT:	The fact that these are materials taken from a museum environment providing an aesthetic and philosophical approach to ethnic studies.

00007

PROJECT AWARD:	Alabama Center for Higher Education
CODE:	ALABED
TITLE:	Ethnic Heritage Studies Project
DIRECTOR:	Dr. Leavy W. Oliver Chairperson, Division of Social and Behavioral Sciences Miles College Birmingham, Alabama 35203 205-780-6490 X216
STAFF:	Mr. Richard Hannan
SKILLS:	Research
STATE AND LOCAL POLICY:	None at present, perhaps in future.
BIBLIOGRAPHIES:	No response
FIELD TEST:	No response
DEADLINES:	No response
OTHER PROJECTS:	No response
UNIQUE ASPECT:	To get participation and contributions of Blacks in the growth and development of America in their correct perspectives.

PROJECT AWARD:	Alaska State Operated School System
CODE:	ALASKS
TITLE:	Ethnic Studies Materials for Alaska Native Children and Teachers of Native Children.
DIRECTOR:	David W. Lannigan Associate Superintendent 650 International Airport Road Anchorage, Alaska 99502 907-274-1645
CO-DIRECTOR:	Dick Bower Director, Research and Development 650 International Airport Road Anchorage, Alaska 99502
STAFF:	Contractual consultants
STATE AND LOCAL POLICY:	Unknown
BIBLIOGRAPHIES:	None
FIELD TEST:	To be integrated with existing textbook and evaluated by teachers, students and parent advisory committee.
DEADLINES:	None
OTHER PROJECTS:	Unknown
UNIQUE ASPECT:	Dramatizing an existing textbook with films.

00609

PROJECT AWARD:	Anti-Defamation League of B'nai B'rith
CODE:	ANTIDF
TITLE:	Task Force on Cultural Pluralism
DIRECTOR:	Walter Plotch National Education Director 315 Lexington Avenue New York, New York 10016 212-689-7400
STAFF:	No response
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	No response
FIELD TEST:	Will spend several days working with local New York City School System testing the curriculum model.
DEADLINES:	April 6 - Conference
OTHER PROJECTS:	Fordham University - Teacher Corps - Cultural Plural
UNIQUE ASPECT:	Its concern for theoretical issues 1) the definition of cultural pluralism 2) attempt to determine the best way cultural plural may be learned at various age and grade levels.

PROJECT AWARD:	Bakersfield College
CODE:	BAKERC
TITLE:	M.E.CH.I.C.A. - Materiales para Estudios Chicanos Inter-Culturales
DIRECTOR:	Jesus G. Nieto 1801 Panorama Drive Bakersfield College Bakersfield, California 93305 805-871-9120 X332
STAFF:	Dr. Augustine Garcia - Bilingual Education John Lyman - Curriculum Development Michael Clark - Evaluation
STATE AND LOCAL POLICY:	California State Education Code In-Service Training in Historical Culture and Heritage of Ethnic Minorities in California.
BIBLIOGRAPHIES:	
FIELD TEST:	No response
DEADLINES:	June 1975
OTHER PROJECTS:	A development of A.V. materials (videotapes) in Chicano Studies.
UNIQUE ASPECT:	The inter-training of the curricula development phase with the training of personnel. The Inter-national - Inter-cultural dimensions is additionally important. The exchange of faculty and students of Bakersfield College and the Mexican government is equally unique and important.

PROJECT AWARD:	Children's Museum of Boston
CODE:	BOSCHM
TITLE:	Ethnic Discovery Project
DIRECTOR:	Jim Zien - Director Community Services The Jamaicaway Boston, Massachusetts 02130 617-522-4800
CO-DIRECTOR:	Karen Weisel
STAFF:	Alan Bell - Afro-American History Joan Lester - Native American Cultural Tunney Lee - City Planning Bill Zayas - Hispanic Programs
STATE AND LOCAL POLICY:	Potential appropriations support under program relate funds for desegregation. Also Governor's Task Force on Ethnicity.
BIBLIOGRAPHIES:	Resources - Boston Public Library, Cambridge Public Library both compiling bibliographical materials related to ethnic education.
FIELD TEST:	Try-out and revise process with museum staff of new programs before they are put into a finished form.
DEADLINES:	May 31, 1975 - Completion of Ethnic Discovery materia for formal evaluation.
OTHER PROJECTS:	WEBH-TV (public broadcasters) film series featuring children of diverse ethnic backgrounds - Topper Care $2.5 million. Cambridge Public Library - Ethnic group programs - Joseph Sakey, Director. Office of the Boston Bicentennial (Boston 200) - Ethn events and celebrations.
UNIQUE ASPECT:	The wholly process-orientated approach which emphasiz activities, techniques, methods and kinds of experien in which anyone, anywhere can engage in order to disc personal ethnic heritage and ethnicity in a community

00012

PROJECT AWARD:	Contemporary Jewish Studies - Brandeis
CODE:	BRNDIS
TITLE:	Brandeis Ethnic Studies Project
DIRECTOR:	Dr. Leon Jick Brandeis University Waltham, Massachusetts 02154 617-647-2656
CO-DIRECTOR:	Dr. Barry Chazan
STAFF:	Dr. B. Chazan, Associate Director
STATE AND LOCAL POLICY:	Parochial and Private school programs do have policy of Ethnic Studies.
BIBLIOGRAPHIES:	No response
FIELD TEST:	Five school systems in the Boston area.
DEADLINES:	Spring - Experiential materials Field test Evaluation
OTHER PROJECTS:	No response
UNIQUE ASPECT:	No response

00013

PROJECT AWARD:	Buffalo Public Schools
CODE:	BUFNYS
TITLE:	Ethnic Heritage Curriculum Development
DIRECTOR:	Ms. Marilyn L. Rosenblat Director of Curriculum, Evaluation and Development Room 721 City Hall Buffalo, New York 14202 916-842-4613
CO-DIRECTOR:	
STAFF:	
STATE AND LOCAL POLICY:	Indian Assistance Act ESAA Small LEA commitment from curriculum development.
BIBLIOGRAPHIES:	No response
FIELD TEST:	All materials to be tested by the following: K-6 - Teacher in-service and Resource Aide Program; 7-9 - Multi-disciplinary course being developed and taught in Pilot Middle School for grade 7 & 8 students; Grade 9-12 - Black Videotape Library to multi-ethnic and training and inservice.
DEADLINES:	June 1975
OTHER PROJECTS:	Indian Assistance Act
UNIQUE ASPECT:	Curriculum material is immediately available for classroom use to any teacher wishing to participate in evaluating its impact on classroom instruction. C be expanded or modified with relative ease.

00014

PROJECT AWARD:	California State Department of Education
CODE:	CALSED
TITLE:	California Ethnic Heritage Program
DIRECTOR:	Fred Gunsky - Acting Director 721 Capitol Mall, Room 634 Sacramento, California 95814 916-445-9482
STAFF:	Mrs. Pat Brown - Project Specialist Master teacher in multi-cultural
STATE AND LOCAL POLICY:	School Code exists for Ethnic Studies - California Education Code, Article 33, Section 13344 (school staff in-service)
BIBLIOGRAPHIES:	Will identify materials not in present use in standard bibliographies.
FIELD TEST:	Teacher teams will be reviewing in classroom for evaluation and analysis.
DEADLINES:	At end of January will have completed standardized instruments. Most reviews will be done by end of June. Writing of annotations will follow.
OTHER PROJECTS:	Administration of teacher in-service training for multi-cultural program involving schools having at least 25% minorities (or approximately 450 school districts in California).
UNIQUE ASPECT:	Two regional groups of teacher teams at work screening and selecting curriculum materials and methods for K-6 instruction, articulating ethnic heritage studies with the regular curriculum (in all disciplines).

PROJECT AWARD:	Charleston County School District
CODE:	CHARLC
TITLE:	The Ethnic History of South Carolina
DIRECTOR:	Dr. Hunter Draper Social Studies Head 3 Chisholm Street Charleston, South Carolina 24401 803-782-8461
CO-DIRECTOR:	Mrs. Elizabeth Alston 3 Chisholm Street Charleston, South Carolina 24401
STAFF:	Dr. Robert Ackerman - Ethnic History Dr. Lawrence Bryant - Ethnic History & Methodology Dr. A. V. Huff - Ethnic History
STATE AND LOCAL POLICY:	No state legislation, appropriations, school code, state board policy or private and parochial school programs.
BIBLIOGRAPHIES:	No bibliographies. Resource centers - Charleston County and Dart Libraries, Charleston Library Society South Carolina Historical Society, South Carolinian Library.
FIELD TEST:	1970-1971 Syllabus to be used in Charleston County Middle Schools. Teacher in-service on Syllabus usage will be conducted.
DEADLINES:	November/December 1974 - Plan and select supplementar materials. January/February/March 1975 - Instrument on South Carolina History Content. April/May 1975 - Field Test. June 1975 - Evaluation.
OTHER PROJECTS:	United States Office of Education, Division of Librar Programs, Research and Developmental Branch to Mirian B. Wilson, Foundation to develop library resources in the Field of Black Studies and to provide educational and research material with a wide application.
UNIQUE ASPECT:	Encompasses ethnic participation of various individua and groups.

00016

PROJECT AWARD:	Cleveland Board of Education Intercollegiate Curriculum Ethnic Studies
CODE:	CLEVSC
TITLE:	Cleveland Ethnic Heritage Studies Development Program
DIRECTOR:	Dr. Karl Bonutti - Director of Research Cleveland State University Cleveland, Ohio 44119 216-687-4531
CO-DIRECTOR:	Gene Veronesi - Director of Curriculum 8400 Schenley Avenue Cleveland, Ohio 44119 216-696-2929 X381
STAFF:	Ken Korach - Ethnic Communities David Weinberg - Ethnic History Walter Conte - Social Studies Curriculum Ellen Gambill - Literature/Languages
STATE AND LOCAL POLICY:	No legislation or appropriations. Local school distr committed to implement Ethnic Heritage Study Act.
BIBLIOGRAPHIES:	Presently developing an annotated bibliography of ethnic publications primarily related to Cleveland an Ohio.
FIELD TEST:	April - field test materials in selected public and parochial Cleveland schools.
DEADLINES:	April - Unit Testing. September 1975 - implementatio of ethnic studies in public/parochial schools at Elementary, Junior High and High School.
OTHER PROJECTS:	
UNIQUE ASPECT:	Development of units to be integrated in existing curricula and development of resource materials for teachers.

PROJECT AWARD:	Cuba Schools of New Mexico
CODE:	CUBASC
TITLE:	Cuba Schools Ethnic Heritage Studies
DIRECTOR:	Carlos Atencio - Assistant Superintendent P.O. Box 68 Cuba, New Mexico 87013 505-289-3358
CO-DIRECTOR:	
STAFF:	
STATE AND LOCAL POLICY:	Some enabling state legislation. No state appropriations. State Board policy does exist for Ethnic Education. No parochial and private school programs.
BIBLIOGRAPHIES:	No response
FIELD TEST:	No response
DEADLINES:	No response
OTHER PROJECTS:	No response
UNIQUE ASPECT:	The development of video tape materials that include student/community people in the compilation of content as well as process.

PROJECT AWARD:	City University of New York
CODE:	CUNY
TITLE:	Curriculum Development Program in Comparative Ethnici
DIRECTOR:	Moyibi J. Amoda Professor City College of the City University of New York 138th and Convent Avenue New York, New York 10031 212-621-7117
CO-DIRECTOR:	Paul Ritterband Associate Professor 105 Goelhals Hall New York, New York 10031 212-621-7117
STAFF:	Valasquez
SKILLS:	Puerto Rican History
STATE AND LOCAL POLICY:	No response
BIBLIOGRAPHIES:	Prospective annotations broken down for five ethnic g
FIELD TEST:	No response
DEADLINES:	April for Bibliography and Research
OTHER PROJECTS:	No response
UNIQUE ASPECT:	

00019

PROJECT AWARD:	Dilenowisco Education Cooperative
CODE:	DILENO
TITLE:	Dilenowisco Ethnic Heritage Program
DIRECTOR:	Linda Johnson 1032 Virginia Lane Norton, Virginia 24273 703-679-2180
CO-DIRECTOR:	
STAFF:	Tom Bledsoe - Curriculum Specialist Claude Bolling - Audio-Visual Design
STATE AND LOCAL POLICY:	No response
BIBLIOGRAPHIES:	To be developed
FIELD TEST:	Design materials to be tested within two schools which are a part of the cooperative.
DEADLINE:	No response
OTHER PROJECTS:	None
UNIQUE ASPECT:	Advisory Council

000020

PROJECT AWARD:	Duquesne University Tamburitzans
CODE:	DUQUES
TITLE:	Development of an Ethnic Heritage Studies Kit for Croatians
DIRECTOR:	Walter W. Kolar 1801 Boulevard of the Allies Pittsburgh, Pennsylvania 18219 412-281-9192
CO-DIRECTOR:	Nicholas Joroanoff
STAFF:	Charles Gribble
SKILLS:	Linguistics
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	Developing own bibliographies on folk arts (public domain).
FIELD TEST:	Teachers in-service, February 18 and 25 - Committee with Girl Scouts. April 14-18 - 5th graders from Pittsburgh and surrounding areas, week long project.
DEADLINES:	Teachers in-service - February 18 and 25. Week long project - April 14-18.
OTHER PROJECTS:	None (except Graduate program in folk arts).
UNIQUE ASPECT:	Most of the materials of this specific area (Croatians) has never been compiled in any presentable form; deals strictly with folk arts as a living tradition.

00021

PROJECT AWARD:	Florida State University
CODE:	FLASTU
TITLE:	A Project in Intercultural Understanding Greek-Americans
DIRECTOR:	Byron G. Massialas Professor, Science and Human Affairs Education Florida State University Tallahassee, Florida 32306 904-644-5038
CO-DIRECTOR:	
STAFF:	Elena Nikolaidi - Professor of Voice, Music, Voice Ar of Greek and other ethnic groups. Panayiotis Lagos Migrations - Urban Settlement Patterns, Social Struct
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	To be completed by Center for Migration Studies.
FIELD TEST:	Will be field tested in Tallahassee Schools and in ot parts of community where Greek ethnic-Americans live.
DEADLINES:	Winter 1975 - Completion of three curriculum units to be field tested.
OTHER PROJECTS:	No response
UNIQUE ASPECT:	Brings in input of tremendous resources of ethnic gro in America. Provides for explanation, approval and optimization in the public school system curriculum.

00022

PROJECT AWARD:	Department of Scandanavian Studies Gustaves Adolphus College
CODE:	GUSTAD
TITLE:	Scandanavian Ethnic Heritage Studies
DIRECTOR:	Roland Thorstensson Gustaves Adolphus College St. Peter, Minnesota 56082 507-931-4300 X503
CO-DIRECTOR:	Byron Nondstrom
STAFF:	Linda Wallenberg
SKILLS:	Languages
STATE AND LOCAL POLICIES:	None - potential State Board policy
BIBLIOGRAPHIES:	Primary and Secondary sources - Scandanavians in the United States. Emphasis on Resource Center directory and Field Experience directory.
FIELD TEST:	Local schools may be drawn upon to test a variety of products. Also the Concordia College summer language camps will be a test vehicle.
DEADLINES:	Resource materials - April, 1975 Unit testing of limited models - May, 1975 Field test of linguistic and experential models - Aug.
OTHER PROJECTS:	Ethnic Studies task force - Minneapolis Public Schools - Minnesota Ethnic Project - Educationa Services Division, Minnesota Historical Society
UNIQUE ASPECT:	We propose to deal equally with all Scandanavian group in this region thus avoiding parochialism of other Scandanavian group proposals aimed at a single ethnic concentration.

00023

PROJECT AWARD:	Harvard University Press Harvard University
CODE:	HARVDU
TITLE:	Harvard Ethnic Encyclopedia - Stage I
DIRECTOR:	Oscar Handlin Fellows of Harvard College Harvard University Press 1350 Massachusetts Avenue Cambridge, Massachusetts 02138
CO-DIRECTOR:	Ann Orluv Editor for Behavioral Sciences Harvard University Press
STAFF:	Joseph Berton - Research Director, Historian, Linguist, Bibliographer Debby Beardsly - Administrative Secretary
STATE AND LOCAL POLICY:	No response
BIBLIOGRAPHIES:	Being developed.
FIELD TEST:	Market research - consultation with interested parties and organizations.
DEADLINES:	
OTHER PROJECTS:	
UNIQUE ASPECT:	

00024

PROJECT AWARD:	State Historical Society of Wisconsin
CODE:	HISTWI
TITLE:	Old World Wisconsin and Ethnic America
DIRECTOR:	Dr. Richard Zeitlin State Historical Society of Wisconsin 816 State Street Madison, Wisconsin 53706 608-262-6326
STAFF:	Michael Berry - Finnish language, Researcher Brian Beltman - German groups
STATE AND LOCAL POLICY:	None State contributes money to Old World Wisconsin Museum
BIBLIOGRAPHIES:	No response
FIELD TEST:	Workshops for teachers on how to use project material especially areas of the groups studied.
DEADLINE:	June 30, 1975
OTHER PROJECTS:	None
UNIQUE ASPECT:	No response

PROJECT AWARD:	University of Illinois at Chicago Circle and Illinois Office of Education
CODE:	ILUICC
TITLE:	Illinois/Chicago Project for Inter-Ethnic Dimensions in Education
DIRECTOR:	Edward V. Kolyczsko Department of Education - UICC P.O. Box 4348 ECB - Room 3042 Chicago, Illinois 60680 312-996-8591
CO-DIRECTOR:	Joseph Frattaroli Illinois Office of Education 188 W. Randolph Chicago, Illinois 60601 312-793-3606
STAFF:	Gerald Temaner - Media Productions Jane Buresh - History of Education Patricia McCulloch - Evaluation
STATE AND LOCAL POLICY:	State School Code requires (History) teaching the Role and Contribution of Blacks and other Ethnic Groups - No appropriations or State Board Policy as yet. Private and Parochial school programs and modeled after state efforts.
BIBLIOGRAPHIES:	No response
FIELD TEST:	No response
DEADLINES:	To 12/74 - Resource Collecting To 2/75 - Curriculum Development Spring 1975 - In-Service - Field Testing
OTHER PROJECTS:	National Project in Ethnic America Midwest Project - American Jewish Committee National Opinion Center - University of Chicago
UNIQUE ASPECT:	The substantive continuous involvement of ethnic communities in all areas of the project activities.

00026

PROJECT AWARD:	Indiana University at South Bend
CODE:	INDFND
TITLE:	Ethnic Heritage Studies Program
DIRECTOR:	Dr. Richmond Calvin Director of Ethnic Heritage 1825 Northside Blvd. Bloomington, Indiana 47401 219-237-4391
CO-DIRECTOR:	Donna Golluick South Bend, Indiana 46615
STAFF:	Karen Rasmussen - Western European History
STATE AND LOCAL POLICY:	In Indiana Department of Education they have had a Department of Ethnic Studies in existence for one year. (Janet Bell - Director)
BIBLIOGRAPHIES:	Developing one bibliography for project based upon bibliographies in existence.
FIELD TEST:	Yes. In Social Studies during the last 9 weeks of school in grades 9-12 and grades 3-6. Would provide for teachers involvement in field test process.
DEADLINES:	End of January - bibliography ready for publication. February 28th - Ethnic Resource booklet completed. Field testing last mine weeks of school.
OTHER PROJECTS:	Indiana University has multi-cultural program and also State's Ethnic Studies Department.
UNIQUE ASPECT:	Ethnic Resource Booklet designed for teacher use including resource persons; learning package will be developed and tested by teachers.

PROJECT AWARD:	Japanese American Citizens League
CODE:	JACL
TITLE:	Analysis of Curricular Materials in Social Science Pertaining to Japanese Americans
DIRECTOR:	Patricia J. Nakano 22 Peace Plaza, Suite 203 San Francisco, California 94133 415-563-3203
CO-DIRECTOR:	Roy Hirabayshi
STAFF:	
STATE AND LOCAL POLICY:	In-service training for teachers, State Education Code, Article 3.3. Also provisions in the Code that curriculum must contain the role and contributions of the various ethnic groups.
BIBLIOGRAPHIES:	California Statewide
FIELD TEST:	San Mateo and Los Angeles School Districts in conjunction with the State Department of Education.
DEADLINES:	First compendium - January 1975 Second compendium - March 1975
OTHER PROJECTS:	All programs ethnically oriented.
UNIQUE ASPECT:	Incorporation of ethnic heritage into the total instructional program; potential impact in changing pre-service for teachers and adding an in-service program.

00028

PROJECT AWARD:	Kirkwood Community College
CODE:	KIRKCC
TITLE:	Czech Ethnic Heritage Studies
DIRECTOR:	Florence Masters 6301 Kirkwood Blvd. N.W. Cedar Rapids, Iowa 52406 319-398-5565
CO-DIRECTOR:	
STAFF:	
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	No response
FIELD TEST:	Pilot program in High School in Spring 1975. Field Testing in High School and Community College in Fall 1975.
DEADLINE:	June 30 - 100 hours instruction.
OTHER PROJECTS:	
UNIQUE ASPECT:	Complete teaching and learning kit. Interdisciplin individualized models.

PROJECT AWARD:	University of Scranton, Kings College
CODE:	KNGSCR
TITLE:	Ethnic Minorities in Northeastern Pennsylvania
DIRECTOR:	Dr. Michael D. DeMichele Professor of History University of Scranton Scranton, Pennsylvania 18510 717-347-3321 X215
CO-DIRECTOR:	Dr. John L. Earl University of Scranton
STAFF:	Numerous people from the community.
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	Ethnic Bibliography of Pennsylvania John Bodnar Publisher Pennsylvania Historical and Museum Commission
FIELD TEST:	Feedback from current usage at several levels.
DEADLINES:	Summer 1975
OTHER PROJECTS:	None
UNIQUE ASPECT:	Grass roots ethnic direction to curriculum and theoretical developments: Role of the local ethnic community in the educational process.

PROJECT AWARD:	Mankato State College
CODE:	MANKAT
TITLE:	A Model Program in Multi-Ethnic Heritage Studies
DIRECTOR:	Michael Fagin Assistant Professor - Minority Studies Mankato State College Mankato, Minnesota 56001 507-395-6509
CO-DIRECTOR:	Harry Huy DeMarc
STAFF:	Glenn White
SKILLS:	Curriculum Development
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	No response
FIELD TEST:	Elementary and Secondary Schools will be used as test stations.
TEACHINGS:	Testing in classroom K-6 and college level. Review by curriculum specialist - State Department of Education. Review by curriculum committee of project.
DEADLINES:	No response
OTHER PROJECTS:	No response
UNIQUE ASPECT:	A multi-ethnic approach to total education.

PROJECT AWARD:	National Education Association New Jersey Educational Association
CODE:	NEANJ
TITLE:	NEA/NJEA - Multi-Ethnic Heritage Institute
DIRECTOR:	Donald Shire NEA Headquarters 202-833-4000
CO-DIRECTOR:	Donald McNeely NJEA Headquarters 202-609-1599
STAFF:	Murray Shereshewsky - Project Coordinator Curriculum and Social Science, Urban Science 609-599-4561 X52 (office) 201-233-6928 (home) Christine Kirk - Researcher
STATE AND LOCAL POLICY:	No response
BIBLIOGRAPHIES:	In preparation
FIELD TEST:	General curriculum model reviewed with consultors, teachers, local groups. Field testing of developed curriculum at local level in classrooms.
BEADLINES:	March 15 - field testing completed. Results to be reviewed.
OTHER PROJECTS:	No response
UNIQUE ASPECT:	One of the few projects which involves teachers and community at the developmental process level. Distributed through Association to get into schools as opposed to through superintendents.

000[illegible]

PROJECT AWARD:	New York State Education Department
CODE:	NYSTED
TITLE:	Italo-American Curriculum Studies (K-12)
DIRECTOR:	Dr. Josephine Danna Bureau of Social Studies N.Y.S. Education Department Washington Avenue Albany, New York 12224 518-474-1460
STAFF:	Jacob Hotchkiss
SKILLS:	Social Studies Education - Media
STATE AND LOCAL POLICY:	None State Board Policy - Regents Postion Paper
BIBLIOGRAPHIES:	No
FIELD TEST:	Materials will be fed to schools for feedback and will then be redesigned.
DEADLINES:	Planning to - 12/1/74 Data Collection to - 3/1/75 Curriculum Design to - 3/15/75 Workshop and Preparation of Material to - 5/1/75 Workshops to - 4/1/74 to 5/31/75 Revisions to - 6/30/75
OTHER PROJECTS:	None
UNIQUE ASPECT:	A cross-cultural comparison of fieldwork data (anthropological) from two Italian Communities, one in South Italy and the other in New York State.

00033

PROJECT AWARD:	Center for Urban Education - Oregon
CODE:	OREGED
TITLE:	Increasing the Understanding of Multi-Ethnic Heritage.
DIRECTOR:	Kent Layden Associate Director of CUE 245 S.W. Bancroft St. Portland, Oregon 97201 503-224-1144
CO-DIRECTOR:	
STAFF:	
STATE AND LOCAL POLICY:	None School Code - expressed as cultural appreciation throu human activities.
BIBLIOGRAPHIES:	Reviewing local research on ethnic groups in Portland. Will produce overview of this literature as it affects our project focus.
FIELD TEST:	Materials developed will be piloted in two school systems in Portland area (Public School of Portland - 2 classrooms, Beauton Public Schools - 1 classroom - suburban). Materials will be revised subsquent to pilot study, teacher review panel and Advisory Council review. Revised materials will be field tested in selected and representative sample will be drawn.
DEADLINES:	Simulation/game - May 1975 - prototype by February.
OTHER PROJECTS:	Portland Office of Neighborhood Associations.
UNIQUE ASPECT:	That we are devising interactive processes beginning with classroom activity which lead learners of whatever age (beyond Junior High School) into the community to investigate ethnicity themselves.

PROJECT AWARD:	Rhode Island State Department of Education
CODE:	RHISED
TITLE:	The Rhode Island Ethnic Heritage Studies Program
DIRECTOR:	Dr. Charles Mojkowski Coordinator, Ethnic Heritage Studies Rhode Island Department of Education Room 220, 22 Hayes Street Providence, Rhode Island 02908
STAFF:	None
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	One subproject is developing bibliographies of newspapers available in the New England area relating to the ethnic experience (primary concentration on Portugese and French). Rhode Island College Ethnic Studies Program has over the last three years developed rather extensive bibliographies which will be used by the project and its clients.
FIELD TEST:	Field testing will take place over an extended period of time of the materials being developed by the various subprojects. Rhode Island College has prepared three curriculum kits which will be field tested by the middle of March in three school systems in Rhode Island in half a dozen junior high or middle schools with primary focus in history and social studies. The language materials being prepared by the University of Rhode Island will not be ready for field testing until this fall. The two curriculum kits (Portuguese and Spanish) developed by the Providence School System for grades 2-6 will hopefully be field tested in the school system before the end of the project.
DEADLINES:	Field testing of one portion of project by middle of March.
OTHER PROJECTS:	No, with the exception of Rhode Island College's work on ethnic studies over the last three years, developing active community group participation, building archives, and developing curriculum units.
UNIQUE ASPECT:	A cooperating and comphrensive attempt to do one program for the whole state joining various institutions of education or ethnic groups in a joint venture.

PROJECT AWARD:	Rutgers Graduate School of Education
CODE:	RUTGER
TITLE:	Institute for Ethnic and Intercultural Understanding
DIRECTOR:	Dr. E. C. Condon Associate Professor of Language Education Rutgers Graduate School of Education 10 Seminary Place New Brunswick, New Jersey 08903 201-247-3485
STAFF:	Dr. Carmen Ross
SKILLS:	Intercultural Relations and Ethnic Studies Education
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	In preparation
FIELD TEST:	All instructional materials to be field tested in last school quarter by teachers of cooperating schools trained in program. Reaction sheet and advisory groups also to evaluate.
MAJOR DEADLINES:	No response
OTHER MAJOR PROJECTS:	None
UNIQUE ASPECT:	Its support of cultural pluralism in the United States as implemented by Federal legislation.

00036

PROJECT AWARD:	South Dakota State Department of Education
CODE:	SDAKED
TITLE:	Indian Ethnic Heritage Curriculum Development Project
DIRECTOR:	Josie White Eagle Director of Indian Education State Capitol Pierre, South Dakota 57501
STAFF:	Phil Uik
SKILLS:	Curriculum development, values clarification, human relations training.
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	No response
FIELD TEST:	Will field test in 12 school districts. Each school has a project coordinator.
DEADLINES:	
OTHE PROJECTS:	No response
UNIQUE ASPECT:	No response

PROJECT AWARD:	Southwest Educational Development Laboratory
CODE:	SEDLAB
TITLE:	Ethnic Heritage Studies Program: Czechs, Germans and Poles in Texas
DIRECTOR:	Dr. Preston Kronkosky 8101 Hillrise Drive Austin, Texas 78759 512-345-2062
STAFF:	Dr. Jan L. Perkowski
SKILLS:	Slavic Languages and Literature
STATE AND LOCAL POLICY:	State has legislation for bilingual and bicultural education. Public school goals knowledge of the art, music, literature, drama and other culturally related forms of various cultural groups and their contributions.
BIBLIOGRAPHIES:	No response
FIELD TEST:	Design to include formative feedback from classroom teachers regarding the materials and activities at the unit level. Also assessment of the affective and cognitive changes in pupils resulting from exposure to the Texas Heritage Units.
DEADLINE:	No response
OTHER PROJECTS:	No response
UNIQUE ASPECT:	No response

PROJECT AWARD:	Southeast Michigan Regional Ethnic Heritage Studies Center
CODE:	SEMICH
TITLE:	Development of An Ethnic Heritage Studies Program in Southeast Michigan
DIRECTOR:	Otto Feinstein 71 E. Ferry Detroit, Michigan 48202 313-872-2225
CO-DIRECTOR:	Wynni DeWitt
STAFF:	Foster Brown
STATE AND LOCAL POLICY:	None. Catholic Archdiocese has some funds for Ethnic Studies.
BIBLIOGRAPHIES:	Annotated bibliography of materials in the core libraries of the Resource Centers. Review of existing materials used in schools.
FIELD TEST:	In the second stage of the Resource Center training program, we propose developing the teachers curricul materials to be tested by them in their classrooms.
DEADLINES:	No response
OTHER PROJECTS:	No response
UNIQUE ASPECT:	The development of a network of Resource Centers loca in 16 major educational institutions in Metropolitan Detroit which will hopefully provide the base for institutionalization of ethnic studies programs in schools.

PROJECT AWARD:	Department of Theatre - Southern Illinois University
CODE:	SIU
TITLE:	Drams and Theatre Heritage of Baltic-American Youth
DIRECTOR:	Alfred Straumanis Professor of Theatre SIU - Department of Theatre Carbondale, Illinois 62901 618-453-5741
STAFF:	Andre Sedries
SKILLS:	Translator
STATE AND LOCAL POLICY:	School State Code requires teaching the Role and Contribution of Blacks and other Ethnic groups. No appropriations.
BIBLIOGRAPHIES:	Baltic Drama (annotated)
FIELD TEST:	Products will be field tested in the form of a performance of one of the translated plays.
DEADLINES:	2/15/75 - History of Baltic Drama 3/30/75 - Essays related to plays in first volume 5/30/75 - First Volume of Baltic Plays
OTHER PROJECTS:	No response
UNIQUE ASPECT:	Preparation of materials useable for producing curriculum materials.

PROJECT AWARD:	Social Science Education Consortium Inc.
CODE:	SSEC
TITLE:	Analysis and Dissemination of Ethnic Heritage Studies Curriculum Materials
DIRECTOR:	Irving Morrissett 855 Broadway Boulder, Colorado 80301 303-492-8155
STAFF:	Edith King - Materials Analysis Robert Watford - Social Studies Curriculum James Giese - History Minority Groups
STATE AND LOCAL POLICY:	No response
BIBLIOGRAPHIES:	Are developing annotative bibliographies of social studies/social science curriculum materials K-12 as well as annotated bibliographies of student and teacher resource materials.
FIELD TEST:	Teachers will field test resource kits, evaluate and present feedback. Kits will be revised. Special persons will be trained in the use of kits.
DEADLINES:	Collection of materials - 10/1/74 Analysis of materials - 12/1/74 Development of Resource Kits - 3/1/75 Field Test of Kits - 2/1/75 Revise and production - 6/3/75
OTHER PROJECTS:	No response
UNIQUE ASPECT:	Its comphrensiveness. The development and applying of a system for analysis of the ethnic heritage content and educational soundness of curriculum materials.

PROJECT AWARD:	University of Connecticut
CODE:	UCONNT
TITLE:	The Peoples of Connecticut
DIRECTOR:	William D'Antonio Professor of Sociology University of Connecticut Storrs, Connecticut 06268 203-486-4422
CO-DIRECTOR:	Fred Grupp
STAFF:	Harold Abramson - Ethnicity and Religion Matt Magda - Oral History Archivist
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	None yet
FIELD TEST:	Being developed
DEADLINES:	Curriculum packages starting in April.
OTHER PROJECTS:	None
UNIQUE ASPECT:	Our attempt to establish a Social Science equivalent of Agrio-Extension Model in Connecticut cities, beginni with extensive contacts with ethnic groups and making them aware of the ways in which university personnel and knowledge may be helpful to them.

PROJECT AWARD:	University of Hawaii
CODE:	UHAWAI
TITLE:	Ethnic Resource Center for the Pacific
DIRECTOR:	Melvin Ezer, Professor of Education College of Education University of Hawaii Honolulu, Hawaii 96821 808-373-9294
STAFF:	Robin Lee
SKILLS:	Media Specialist
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	No response
FIELD TEST:	Teacher evaluation of new materials.
DEADLINE:	No response
OTHER PROJECTS:	No response
UNIQUE ASPECT:	Its multi-ethnic/multi-racial staff thrust and staff.

PROJECT AWARD:	Washington University
CODE:	WASHU
TITLE:	Ethnic Heritage in Urban Neighborhoods
DIRECTOR:	Sandra Schoenberg Social Science Institute Washington University St. Louis, Missouri 63130 314-726-3406
CO-DIRECTOR:	Marvin Cummins - Associate Director
STAFF:	Carolyn Toft - Research Director - History and Urban Studies Marvin Cummins - Sociologist, Public Policy William Harrison - Urban History Roger Takes - Curriculum
STATE AND LOCAL POLICY:	No response
BIBLIOGRAPHIES:	Bibliographies of Ethnic Materials on St. Louis.
FIELD TEST:	No response
DEADLINES:	Slides/tapes - April 15 Booklets - June
OTHER PROJECTS:	Social Studies Project, Education Department, Washington University
UNIQUE ASPECT:	The urban neighborhood base

TITLE IX ETHNIC HERITAGE PROJECT CODES

AFRIMU	Frederick Douglass Museum of African Art
ALABED	Alabama Center for Higher Education
ALASKS	Alaska State Operated Schools
ANTIDF	Anti-Defamation League of B'nai B'rith
BAKERC	Bakersfield College
BOSCHM	Children's Museum
BRNDIS	Brandeis University
BUFNYS	New York State University College @ Buffalo/Buffalo City School District
CALSED	California State Department of Education
CHARLC	Charleston County School District
CLEVSC	Cleveland Public Schools
CUBASC	Cuba Independent Schools
CUNY	City College of the City University of New York
DILENO	Dilenowisco Educational Cooperative
DUQUES	Duquesne University Tamburitzans
FLASTU	Florida State University
GUSTAD	Gustavus Adolphus College
HARVDU	Harvard University
HISTWI	State Historical Society of Wisconsin
ILUICC	State of Illinois/University of Illinois at Chicago Circle
INDFND	Indiana University Foundation
JACL	Japanese American Citizens League
KIRKCC	Kirkwood Community College
KNGSCR	King's College/University of Scranton
MANKAT	Mankato State College
NEANJ	National Education Association/New Jersey Educational Association
NYSTED	New York State Education Department
OREGED	Center for Urban Education-Oregon
RHISED	Rhode Island Department of Education
RUTGER	Rutgers University
SDAKED	South Dakota Department of Education and Cultural Affairs
SEDLAB	Southwest Educational Development Laboratory
SEMICH	Southeast Michigan Regional Ethnic Heritage Studies Center
SIU	Southern Illinois University
SSEC	Social Science Education Consortium
UCONNT	University of Connecticut
UHAWAI	University of Hawaii
WASHU	Washington University

PROJECT GOALS AND OBJECTIVES

RATINGS OF GOALS AND OBJECTIVES

Introduction

The second part of the questionnaire administered to Project Directors contained a list of 28 objectives of the projects. The director was asked how important each of the twenty-eight goals or objectives was to the project. They were to respond on a scale ranging from Major importance (4) to Not at all important (1). The results from the 40 project directors were then factor analyzed to group these objectives into various clusters. All together seven clusters or types of items were identified.

As a brief way of summarizing some of the data on the objectives, we present in the following table the relative importance of secondary resources as opposed to primary resources for each project as indicated by the Project Directors' ratings of these objectives. This indicates in a general way the stress placed by different projects on two clusters of goals:

Cluster I -- Focus on Secondary Resources, Bibliographies, Units and Centers

1. Making bibliographies or indexes of secondary sources.
2. Producing curriculum units or modules.
3. Establishing a single resource center.
4. Establishing a network of resource centers.

Cluster II -- Focus on Primary Resources and Neighborhoods

1. In-depth ethnographic studies of a particular neighborhood or neighborhoods.
2. Collecting primary sources (e.g., oral histories, diaries, artifacts)
3. Collecting secondary sources (e.g., books, pamphlets)
4. Making bibliographies or indexes of primary sources.

Nearly all projects attributed importance to ethnic group influence on the project, student attitudinal changes, appreciation of cultural pluralism as well as individual ethnic group contributions, and the input of educational personnel. It was the two clusters listed above that seemed to represent a real difference in emphases.

FOR IDENTIFICATION OF THE PROJECT CODES, REFER TO PAGE 42.

SUMMARY OF PROJECT OBJECTIVES

Relative Stress on Secondary Bibliographies, Units and Resource Centers Versus Primary Resources in Neighborhood Context

Greater Stress on Cluster I (Secondary Bibliographies, Units and Resource Centers)	Greater Stress on Cluster II (Primary Resources, Neighborhood Ethnography)
AFRIMU	ALASKS
ANTIDF	BAKERC
BUFNYS	BRNDIS
CLEVSC	CUBASC
CUNY	DILENO
DUQUES	FLASTU
KIRKCC	GUSTAD
MANKAT	HARVDU
OREGED	HISTWI
RHISED	ILUICC
SEDLAB	JACL
SEMICH	NEANJ
SSEC	NYSTED
UHAWAI	SIU
	WASHU

Other projects gave approximately equal emphasis to each cluster, with the exception of CALSED and CHARLC which had missing data.

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PROJECT SCOPE

PROJECT SCOPE OF ACTIVITIES

Introduction

The third portion of the questionnaire dealt with forms of evaluation, projected activities in terms of grade level, curriculum models, media materials, areas of development, personnel and materials development, and ethnic groups to be studied. Additionally, the project directors were asked to indicate the degree to which ethnic and community groups would be involved in their project.

The following points should assist you in reviewing this portion of the analysis:

1. For the purpose of brevity, several of the response areas were grouped together inasmuch as they were quite similar in meaning. These are:
   (a) curriculum and resource evaluation;
   (b) higher education to include university and doctoral program, and adult education to include pre-service of teachers; and
   (c) community and ethnic group leaders.

2. Directions for use of this section of the analysis:

   --To find projects developing media materials. . .
   (a) Look on page 48 to find Category IV, Media Material Development.
   (b) Media Material Development is to be found on pages 54 and 55.
   (c) Turn to pages 54 and 55 to note projects proposing development of the various media materials.
   (d) Use project code sheet, page 42, and project description sheets to further identify these projects.

   --More specifically:
   Which projects are developing media materials for blacks, grades K-6?

   An example would be AFRIMU, which is supported by the data shown on pages 51 and 52, Curriculum Materials Development; pages 54 and 55, Media Material Development; and pages 60 and 61, Ethnic Groups to be Studied.

FOR IDENTIFICATION OF THE PROJECT CODES, REFER TO PAGE 42. In reviewing this Section of the analysis, you may also wish to consider the questionnaire included at the back of the study for the type of questions posed.

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F. Other

000[illegible]

03000

I. EVALUATION FORM

A. Advisory Council

AFRIMU
ALASKS
BAKERC
BOSCHM
CHARLC
CLEVSC
CUBASC
DILENO
DUQUES
FLASTU
GUSTAD
HARVDU
HISTWI
ILUICC
JACL
KIRKCC
KNGSCR
MANKAT
NEANJ
OREGED
RHISED
RUTGER
SDAKED
SEMICH
SIU
UCONNT
WASHU

B. Cognitive Outcomes

BAKERC
CUBASC
CLEVSC
DUQUES
FLASTU
HISTWI
ILUICC
INDFND
JACL
KIRKCC
OREGED
RHISED
RUTGER
SEDLAB
SIU
UHAWAI

C. Attitudinal Outcomes

ALABED
BAKERC
BOSCHM
BUFNYS
CHARLC
CUBASC
DUQUES
FLASTU
ILUICC
INDFND
JACL
KNGSCR
MANKAT
OREGED
SEDLAB
SEMICH
UHAWAI

D. Curriculum/Resource Evaluation

AFRIMU
BAKERC
BOSCHM
BRNDIS
CLEVSC
CUNY
DILENO
DUQUES
FLASTU
HARVDU
ILUICC
INDFND
JACL
KNGSCR
MANKAT
OREGED
RHISED
RUTGER
SDAKED
SEDLAB
SEMICH
SSEC
UCONNT

II. CURRICULUM MATERIALS DEVELOPMENT

A. K-6

Major	Minor	Existing
AFRIMU	ANTIDF	BOSCHM
ALABED	CUBASC	CALSED
BOSCHM	KIRKCC	CLEVSC
BRNDIS	KNGSCR	CUBASC
BUFNYS	SIU	INDFND
CLEVSC	UCONNT	JACL
DUQUES	UHAWAI	
HISTWI		
ILUICC		
NYSTED		
RHISED		
SDAKED		
SEDLAB		
SIU		

B. 7-9

Major	Minor	Existing
AFRIMU	ANTIDF	CHARLC
BOSCHM	CUBASC	CLEVSC
BRNDIS	CUNY	CUBASC
BUFNYS	NEANJ	DILENO
CHARLC	SDAKED	INDFND
CLEVSC	UHAWAI	KIRKCC
DILENO		MANKAT
FLASTU		
GUSTAD		
ILUICC		
KIRKCC		
KNGSCR		
NEANJ		
NYSTED		
OREGED		
RUTGER		
SIU		
UCONNT		

C. 10-12

Major	Minor	Existing
AFRIMU	ANTIDF	CLEVSC
ALABED	CUBASC	CUBASC
ALASKS	RHISED	INDFND
BAKERC	SDAKED	KIRKCC
BOSCHM	UHAWAI	
BRNDIS	WASHU	
BUFNYS		
CLEVSC		
CUNY		
DILENO		
FLASTU		
GUSTAD		
HARVDU		
KIRKCC		
KNGSCR		
NYSTED		
OREGED		
RUTGER		
SIU		
UCONNT		

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II. CURRICULUM MATERIALS DEVELOPMENT continued

D. Junior College

Major	Minor	Existing
ALABED	AFRIMU	KIRKCC
BAKERC	RHISED	
BOSCHM	SIU	
CUNY	UCONNT	
GUSTAD		
HARVDU		
KIRKCC		
KNGSCR		
OREGED		

E. Higher Education

Major	Minor	Existing
ANTIDF	AFRIMU	CUBASC
BAKERC	CUBASC	DILENO
BOSCHM	RHISED	INDFND
CUNY		KIRKCC
DUQUES		MANKAT
FLASTU		
GUSTAD		
HARVDU		
ILUICC		
KIRKCC		
KNGSCR		
OREGED		
RUTGER		
SIU		
SSEC		
UCONNT		
WASHU		

F. Adult Education

Major	Minor	Existing
ALABED	AFRIMU	KIRKCC
BOSCHM	GUSTAD	
DILENO	KNGSCR	
HARVDU	UCONNT	
KIRKCC		
ILUICC		
OREGED		

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III. CURRICULUM MODELS USED[1]

A. Conceptual/Master Theme

Major	Minor	Existing
BOSCHM	CUBASC	ANTIDF
BRNDIS		CLEVSC
CLEVSC		CUBASC
GUSTAD		MANKAT
ILUICC		
JACL		
KIRKCC		
KNGSCR		
NYSTED		
RUTGER		
SIU		
UCONNT		
WASHU		

B. Integrated

Major	Minor	Existing
AFRIMU	NEANJ	ANTIDF
ALABED		BUFNYS
ALASKS		CLEVSC
BRNDIS		MANKAT
CLEVSC		
FLASTU		
GUSTAD		
ILUICC		
JACL		
KNGSCR		
MANKAT		
NEANJ		
NYSTED		
OREGED		
RHISED		
RUTGER		
SDAKED		
SEDLAB		
UCONNT		
UHAWAI		

C. Multi-discipline

Major	Minor	Existing
BAKERC	NEANJ	ANTIDF
BOSCHM	RHISED	BOSCHM
BRNDIS		BUFNYS
CLEVSC		CLEVSC
CUNY		DILENO
DUQUES		ILUICC
FLASTU		
GUSTAD		
HARVDU		
KIRKCC		
KNGSCR		
NEANJ		
OREGED		
RUTGER		
SEDLAB		
UHAWAI		

[1] RUTGER will use a variety of the 3 models.

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IV. MEDIA MATERIAL DEVELOPMENT

A. Slides

Major	Minor	Existing
AFRIMU	CLEVSC	ANTIDF
BAKERC	WASHU	BOSCHM
BRNDIS		DILENO
DILENO		HISTWI
DUQUES		ILUICC
FLASTU		KIRKCC
GUSTAD		MANKAT
ILUICC		SDAKED
KIRKCC		SEDLAB
KNGSCR		SEMICH
NYSTED		
OREGED		
RHISED		
UCONNT		
UHAWAI		

B. Films

Major	Minor	Existing
AFRIMU	CLEVSC	ANTIDF
ALASKS		BOSCHM
BRNDIS		DILENO
DILENO		HISTWI
DUQUES		ILUICC
FLASTU		MANKAT
ILUICC		SDAKED
KNGSCR		SEDLAB
NYSTED		
OREGED		
RHISED		
UCONNT		
UHAWAI		

C. Video-tape

Major	Minor	Existing
AFRIMU	CLEVSC	ALABED
ALASKS	CUBASC	BUFNYS
ANTIDF	RHISED	CUBASC
BAKERC	SIU	DILENO
BRNDIS		HISTWI
DILENO		ILUICC
DUQUES		SEMICH
FLASTU		
ILUICC		
KIRKCC		
KNGSCR		
NYSTED		
OREGED		
UCONNT		

45000

D. Cassettes

Major	Minor	Existing
BAKERC	CLEVSC	BOSCHM
BRNDIS	WASHU	DILENO
DILENO		HISTWI
DUQUES		SDAKED
FLASTU		SEDLAB
GUSTAD		SEMICH
KIRKCC		
KNGSCR		
NYSTED		
OREGED		
RHISED		
UCONNT		
UHAWAI		

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V. AREAS OF DEVELOPMENT

A. History

Major	Minor	Existing
AFRIMU	CUBASC	BOSCHM
ALABED	NEANJ	CHARLC
ALASKS	SDAKED	CUBASC
ANTIDF		DILENO
BAKERC		ILUICC
BOSCHM		KIRKCC
BRNDIS		MANKAT
CLEVSC		SEDLAB
CUNY		
DILENO		
FLASTU		
GUSTAD		
HISTWI		
ILUICC		
KIRKCC		
KNGSCR		
NEANJ		
NYSTED		
RHISED		
SEDLAB		
SIU		
UCONNT		
UHAWAI		

B. Social Studies

Major	Minor	Existing
AFRIMU	CUBASC	BOSCHM
ALABED	NEANJ	CHARLC
ALASKS	WASHU	CUBASC
ANTIDF		DILENO
BAKERC		ILUICC
BOSCHM		INDFND
BRNDIS		JACL
BUFNYS		KIRKCC
CLEVSC		MANKAT
DILENO		SEDLAB
DUQUES		
FLASTU		
GUSTAD		
HISTWI		
ILUICC		
KIRKCC		
KNGSCR		
NEANJ		
NYSTED		
OREGED		
RHISED		
RUTGER		
SDAKED		
SEDLAB		
SIU		
SSEC		
UCONNT		
UHAWAI		

C. Language Arts

Major	Minor	Existing
AFRIMU	KNGSCR	BOSCHM
ALABED	NEANJ	DILENO
BAKERC	NYSTED	ILUICC
BUFNYS	SDAKED	INDFND
CLEVSC	UCONNT	KIRKCC
DILENO		MANKAT
FLASTU		SEDLAB
GUSTAD		
ILUICC		
KIRKCC		
NEANJ		
RHISED		
SIU		
UHAWAI		

69000

V. AREAS OF DEVELOPMENT continued

D. Music/Art

Major	Minor	Existing
AFRIMU	CUBASC	BOSCHM
ALABED	HISTWI	CUBASC
BAKERC	ILUICC	DILENO
BUFNYS	NEANJ	HISTWI
CLEVSC	NYSTED	ILUICC
DILENO	SDAKED	KIRKCC
DUQUES	UCONNT	MANKAT
FLASTU		SEDLAB
GUSTAD		
ILUICC		
KIRKCC		
KNGSCR		
NEANJ		
RHISED		
UHAWAI		

E. Drama

Major	Minor	Existing
AFRIMU	CUBASC	CUBASC
BUFNYS	GUSTAD	KIRKCC
FLASTU	NEANJ	SIU
KIRKCC	NYSTED	
KNGSCR	SDAKED	
NEANJ		

F. Other

Major	Minor	Existing
(Note: Only two others named: ethnic studies and home economics)		

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VI. PERSONNEL/MATERIALS DEVELOPMENT

A. Teacher Pre-Service

Major	Minor	Existing
ANTIDF	HARVDU	BOSCHM
BAKERC	ILUICC	INDFND
CUNY	JACL	MANKAT
DUQUES	UCONNT	UHAWAI
FLASTU		
GUSTAD		
KNGSCR		
OREGED		
RUTGER		
SEDLAB		
SEMICH		
SIU		
SSEC		

B. Teacher In-Service/Use of Materials

Major	Minor	Existing
AFRIMU	CUBASC	ALABED
ALASKS	HARVDU	BOSCHM
ANTIDF	JACL	BUFNYS
BAKERC	NEANJ	CHARLC
BOSCHM	NYSTED	CUBASC
BRNDIS		INDFND
BUFNYS		UHAWAI
CUNY		
DILENO		
DUQUES		
FLASTU		
GUSTAD		
HISTWI		
ILUICC		
KIRKCC		
KNGSCR		
MANKAT		
NEANJ		
OREGED		
RHISED		
RUTGER		
SDAKED		
SEDLAB		
SEMICH		
SIU		
SSEC		
UCONNT		

C. Teacher Attitude Change

Major	Minor	Existing
ANTIDF	HARVDU	BOSCHM
BAKERC	NEANJ	BUFNYS
BOSCHM	SEDLAB	INDFND
BRNDIS	UCONNT	
BUFNYS		
CHARLC		
CUNY		
ILUICC		
KIRKCC		
KNGSCR		
NEANJ		
NYSTED		
OREGED		
RHISED		
RUTGER		
SEMICH		

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VI. PERSONNEL/MATERIALS DEVELOPMENT continued

D. Communal/Ethnic Leaders

Major	Minor	Existing
BOSCHM	CUBASC	BOSCHM
DUQUES	HARVDU	CHARLC
FLASTU	NEANJ	CUBASC
KNGSCR		INDFND
NEANJ		
OREGED		
RUTGER		
SIU		
UCONNT		
WASHU		

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VII. ETHNIC GROUPS TO BE STUDIED[1]

A. Blacks	B. Latinos[2]	C. German	D. Polish	E. Italian	F. Serbian[3]	G. Greek
AFRIMU	ANTIDF	BUFNYS	BUFNYS	ANTIDF	BUFNYS	CHARLC
ALABED	BAKERC	CHARLC	CLEVSC	BUFNYS	CLEVSC	CLEVSC
ANTIDF	BUFNYS	CLEVSC	CUNY	CLEVSC	HARVDU	FLASTU
BUFNYS	CALSED	HARVDU	HARVDU	CUNY	ILUICC	HARVDU
CALSED	CLEVSC	HISTWI	HISTWI	HARVDU	OREGED	OREGED
CHARLC	CUBASC	ILUICC	ILUICC	ILUICC	SSEC	SSEC
CLEVSC	CUNY	KNGSCR	INDFND	INDFND	WASHU	
CUNY	HARVDU	MANKAT	KNGSCR	KNGSCR		
HARVDU	ILUICC	OREGED	NEANJ	NEANJ		
ILUICC	INDFND	SEDLAB	OREGED	NYSTED		
INDFND	MANKAT	SSEC	SEDLAB	OREGED		
MANKAT	NEANJ	WASHU	SSEC	RHISED		
NEANJ	OREGED		UCONNT	SSEC		
OREGED	RHISED			UCONNT		
SSEC	RUTGER			WASHU		
UCONNT	SSEC					
WASHU	UCONNT					
	WASHU					

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[1]Some of the respondents in this category indicated that they might "possibly" include one or another ethnic group in their study. However, these responses were not recorded.

[2]A number of projects preferred different ethnic titles for this group, specifying Mexican-American, Chicano, Puerto Rican, Spanish, etc., but all responses were recorded under this nomenclature regardless.

[3]Cleveland Schools gave this category a more definitive title of "Arab American."

VII. ETHNIC GROUPS TO BE STUDIED continued

H. Native American	I. Japanese[1]	J. Chinese[1]	K. Other[2]
ALASKS	CALSED	CALSED	ANTIDF (JEWS)
BUFNYS	CLEVSC	CLEVSC	BRNDIS (JEWS)
CALSED	CUNY	CUNY	BUFNYS (IRISH, UKRANIAN, CROATIAN)
CUBASC	HARVDU	HARVDU	CHARLC (JEWS)
CUNY	JACL	MANKAT	CLEVSC (10 OTHERS)
HARVDU	MANKAT	NEANJ	CUNY (IRISH, CZECH)
MANKAT	NEANJ	OREGED	DILENO (APPALACHIAN)
NEANJ	OREGED	SSEC	DUQUES (CROATIAN)
OREGED	RUTGER	UHAWAI	GUSTAD (SCANDINAVIAN)
RUTGER	SSEC		HARVDU (ABOUT 250)
SDAKED	UHAWAI		HISTWI (FINNISH)
SSEC			ILUICC (LITHUANIAN)
			INDFND (HUNGARIAN)
			KIRKCC (CZECH)
			KNGSCR (8 OTHERS)
			MANKAT (SWEDISH)
			NEANJ (JEWS)
			OREGED (5 OTHERS)
			RHISED (PORTUGESE, FRANCO-AMERICAN)
			RUTGER (HUNGARIAN, RUMANIAN)
			SEDLAB (CZECH)
			SIU (LATVIAN, LITHUANIAN, ESTEVANICO)
			UCONNT (IRISH, JEWS, FRENCH)
			UHAWAI (PACIFIC ISLAND GROUPS)
			WASHU (CROATIANS, CZECH, SPANISH)

[1]Some projects defined these two as "Asian-American." Thus, duplicate responses were recorded for both.

[2]Numerous other groups were listed; where possible they have been listed.

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VIII. ETHNIC AND COMMUNITY GROUP PARTICIPATION

A. Major Decision-making

ALABED
ALASKS
ANTIDF
BAKERC
BRNDIS
BOSCHM
BUFNYS
CHARLC
CLEVSC
CUBASC
DILENO
DUQUES
FLASTU
HISTWI
ILUICC
JACL
KIRKCC
KNGSCR
MANKAT
NEANJ
NYSTED
OREGED
RHISED
RUTGER
SDAKED
SSEC
UHAWAI
WASHU

B. Preparation of Materials

ALABED
ALASKS
ANTIDF
BOSCHM
BUFNYS
CHARLC
CLEVSC
CUBASC
DILENO
DUQUES
FLASTU
GUSTAD
HARVDU
ILUICC
KIRKCC
KNGSCR
OREGED
RHISED
RUTGER
SDAKED
SEMICH

C. Pro-forma Involvement

ANTIDF
BAKERC
CUNY
FLASTU
KIRKCC
KNGSCR
RUTGER
SIU
SSEC
UHAWAI

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VII. ETHNIC AND COMMUNITY GROUP PARTICIPATION continued

D. Selection of Ethnic Groups for Study

BAKERC
BUFNYS
FLASTU
HISTWI
ILUICC
INDFND
KNGSCR
MANKAT
OREGED
RHISED
RUTGER

E. Selection of Project Personnel

CLEVSC
ILUICC
KNGSCR
MANKAT
SEMICH
SSEC

F. Other

AFRIMU (Consultation, Dissemination)
BOSCHM (Tryout and evaluation of materials)
JACL (Evaluation of materials)
NEANJ (Overview & Supervision)
OREGED (Forming Consortium)
SSEC (Field Test Teachers and Advisory Board Members)

000066

ETHNIC HERITAGE STUDIES
1974-'75 Projects
Questionnaire

October 22, 1974

Introduction

Please respond to the following questionnaire for purposes of consistently sharing information and operational patterns for each project. Use specific responses and any additional data on your project you feel is vital. These points should also be considered: (1) Be realistic--don't indicate that every objective is of major importance or every type of material is planned; and (2) you will receive a compiled copy of all 42 projects, so your input is key.

PART I

Title of Project _____

_____

Award given to the _____

List of Personnel: Director Co-director

Name _____

Title _____

Address _____

Telephone Number _____

Method of Selection _____

Staff Members

Name	Title	Special Skills

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Part II - Goals or Objectives

How important are each of the following goals or objectives in your project:

	(1) Major Importance	(2) Some Importance	(3) Minor Importance	(4) Not at all Important
1-In-depth ethnographic studies of a particular ethnic group or groups				
2-In-depth ethnographic studies of a particular neighborhood or neighborhoods				
3-Collecting primary sources (e.g. oral histories, diaries, artifacts)				
4-Collecting secondary sources (e.g. books, pamphlets)				
5-Making bibliographies or indexes of primary sources				
6-Making bibliographies or indexes of secondary sources				
7-Making bibliographies or indexes of existing curriculum materials				
8-Making bibliographies or indexes of existing audio-visual resources				
9-Producing printed or mimeographed publications (monographs, pamphlets)				
10-Producing curriculum units or modules				
11-Establishing a single resource center				

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	(1) Major Importance	(2) Some Importance	(3) Minor Importance	(4) Not at all Important
12-Establishing a network of resource centers				
13-Training educational personnel generally in ethnic or inter-cultural communication or education skills				
14-Training educational personnel in using specific curriculum materials				
15-Developing the theoretical basis for inter-cultural education				
16-Producing cognitive achievements in students (any level)				
17-Producing cognitive achievements in teachers				
18-Producing attitudinal changes in students				
19-Producing attitudinal changes in teachers				
20-Allowing students to learn more about their own ethnic heritage				
21-Allowing students to learn more about the contributions of other ethnic groups to the Nation				
22-Making students aware of cultural pluralism in the U.S.				
23-Producing techniques for evaluating student outcomes				

	(1) Major Importance	(2) Some Importance	(3) Minor Importance	(4) Not at all Important
24-Assuring that organized or umbrella ethnic groups have an impact upon project decisions				
25-Assuring that more informal ethnic or community groups have an impact upon project decisions				
26-Assuring that educational personnel have an impact upon project decisions				
27-Assuring that university personnel have an impact upon project decisions				
28-Assuring that local government personnel have an impact upon project decisions				
29-Other (specify)				
30-Other (specify)				

REMARKS:

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31-Would you say that your project is (choose one):

_____primarily concerned with the ethnic heritage of a particular groupsor groups?

_____primarily concerned with intercultural communication and education?

_____about equally concerned with particular ethnic and intercultural education?

What type of evaluation do you plan:

	Yes	Possibly	No
32-Observations of Advisory Council or other meetings			
33-Evaluation of cognitive outcomes			
34-Evaluation of attitudinal outcomes			
35-Curriculum evaluation by teachers or others			
36-Resource evaluation			
37-Other			

Part III - Activity (Check appropriate answer or answers in each line).

Curriculum materials development:	existing materials	major planned materials	minor planned materials	no development planned
38-K-3				
39-Grades 4-6				
40-Grades 7-9				

00071

Curriculum materials development:	existing materials	major planned materials	minor planned materials	no development planned
41-Grades 10-12				
42-Junior College				
43-University				
44-Pre-service teachers				
45-Doctoral				
46-Adult Education				
Curriculum models used:				
47-Conceptual/master theme				
48-Integrated in existing courses				
49-Multi-discipline				
50-Other				
Media material development:				
51-Slides				
52-Films				
53-Video-tape				
54-Cassettes				
55-Other				
Other				
Check areas of development:				
56-History				
57-Social Studies				
58-Language Arts				
59-Music				
60-Art				
61-Drama				
62-Math				
63-Home Economics				
64-Others				

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Development of personnel, materials and processes for:	existing program	major planned program	minor planned program	no planned program
65-Teacher pre-service (university)				
66-Teacher in-service				
67-Teacher use of materials				
68-Teacher change				
69-Ethnic leader				
70-Community leader				
71-Are any of the above programs to be given for university or college credit? Please list.				

Ethnic groups proposed for study:	Yes	Possibly	No
72-Blacks			
73-Latinos			
74-German			
75-Polish			
76-Italian			
77-Serbian			
78-Greek			
79-Native American			
80-Japanese			
81-Chinese			
82-			
83-			
84-			
85-			
86-			
87-			

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How do ethnic and community groups participate in your project?	Yes	Perhaps In future	No
88-Major decision-making (i.e., review of materials produced)			
89-Preparation of materials			
90-Pro-forma involvement			
91-Selection of ethnic groups for study			
92-Selection of project personnel			
93-Other _____			
94-Other _____			

What state and local policy exists (related to project)?

95-Enabling legislation (State) _____

96-Appropriations _____

97-School code _____

98-State board policy _____

99-Parochial school programs _____

100-Private school programs _____

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Part IV

Bibliographies

Type (local, specific) _____

Explain your field test activities briefly.

Major deadlines of components (actual or approximate).

Other major projects in Ethnic Education in your areas not funded by Title IX.

37000 00075

Complete the following sentence:

The most unique aspect of our Title IX Project is _____

_____

_____

_____

_____

_____

25(00) 00076